



CPD Members

Association of
Administrators of English
Schools of Quebec
(AAESQ)

Association montréalaise
des directions
d'établissement scolaire
(AMDES)

Quebec English School
Boards Association
(QESBA)

Association québécoise
du personnel de direction
des écoles
(AQPDE)

Fédération des
commissions
scolaires du Québec
(FCSQ)

Fédération québécoise des
directions d'établissement
d'enseignement
(FQDE)

Ministère de l'Éducation, de
l'Enseignement supérieur
(MEES)

SKILLS-BASED TRAINING

FOR IN-SCHOOL

ADMINISTRATORS

2016-2017 INFORMATION DOCUMENT

TABLE OF CONTENTS

INTRODUCTION	3
TRAINING STRUCTURAL FRAMEWORK.....	4
CURRENT SITUATION OF IN-SCHOOL ADMINISTRATORS.....	6
PROFESSIONALIZATION AND COMPETENCY	7
BIBLIOGRAPHY	10
ORGANIZATIONAL STRUCTURE OF THE CPD (Operating Rules)	11
INFORMATION ON UNIVERSITIES.....	17
LIST OF FORMS	18

INTRODUCTION

The Comité de perfectionnement des directions d'établissement d'enseignement (CPD) has prepared this information document entitled: *Skills-based training for in-school administrators*¹.

In effect, after assessing the current situation and training of in-school administrators, identifying future trends and reviewing the various types of training available, the CPD adopted a new vision in keeping with a professionalization process that embraces a skills-development approach based on three learning notions: acquisition or development of resources (internal or external), improvement of professional practice and development of distancing or reflexivity. This vision is described in more detail in the section dealing with professionalization and competency.

In light of the steps completed and based on the work, reflections and consultations conducted, the enduring commitment of the CPD is to encourage and support in-school administrators in their path toward professionalization in order to ensure their professional development. It is in this spirit that this document was developed.

This information document is intended for both Anglophone and Francophone principals and vice-principals, referred to in this document as in-school administrators, and is available on the Internet only.

The purpose of this document is also to provide school boards with information so that applicants seeking funding may use it as a reference document, as needed, in their requests or inquiries pertaining to the training of in-school administrators.

The members of the CPD are at your disposal for any additional information or explanation regarding this document and its application.

¹ This document which is also published in French is entitled *Pour une formation des directions d'établissement d'enseignement axée sur le développement des compétences*. Should an interpretation problem arise, the French version prevails.

TRAINING STRUCTURAL FRAMEWORK

(Terms of Reference)

1. LEGAL FRAMEWORK

It should be noted that training is an integral component of the conditions of employment of educational administrators and, therefore, is governed by the regulations respecting the conditions of employment of the various categories of administrators.

Sections 120 and 121 of the Regulation respecting certain conditions of employment of senior staff of school boards and of the Comité de gestion de la taxe scolaire de l'île de Montréal dated March 2007 stipulate that:

“Professional improvement is intended to enable a senior staff member:

1. to acquire or increase the knowledge required in the performance of a duty prescribed by this Regulation within an organization;
2. to acquire new skills or develop new attitudes related to career development.

The Minister and the school boards must facilitate the participation of senior staff in various professional improvement activities.”

2. MANDATE OF THE CPD

- a) Define the training orientations and objectives specific to in-school administrators.
- b) Allocate the resources required for in-service training activities based on the budget received.
- c) Evaluate the financial needs of in-school administrators.
- d) Advise the Minister with respect to the objectives and content of in-service training activities.

3. CPD

The CPD is responsible for planning and organizing training activities at the provincial level with the associations of in-school administrators, the federations of school boards and the Ministère on the basis of the resources allocated.

CPD MEMBERS

Association of Administrators of English
Schools of Quebec
(AAESQ)
Paula Pedroso

Fédération des commissions scolaires
du Québec
(FCSQ)
Annie Jomphe

Association montréalaise
des directions d'établissement scolaire
(AMDES)
Alain Blais

Fédération québécoise des directions
d'établissement d'enseignement
(FQDE)
Lise Madore, spokesperson
Marlène Bureau, assistant spokesperson
Jean Rainville, president
Marie Boucher, secretary

Quebec English School Boards Association
(QESBA)
Anne-Marie Lepage

Ministère de l'Éducation, de l'Enseignement
supérieur (MEES)
Anne Paradis
Bianca Clervoix

Association québécoise du personnel
de direction des écoles
(AQPDE)
Carl Barrette

4. BUDGET BREAKDOWN

The budget allocated by the Ministère to the CPD is prorated on the basis of its representation.

The CPD may, however, agree on certain budgetary adjustments for special cases. In the past, the adjustments were carried out, where applicable, prior to the distribution of the prorated amounts.

The fiscal year of the Ministère is April 1 to March 31. However, in order to facilitate the organization and operation of the funding program, the planning and delivery of the training activities subsidized by the CPD are based on the school year (July 1 to June 30). Annually, around October, the Ministère forwards the funds to the committee.

CURRENT SITUATION OF IN-SCHOOL ADMINISTRATORS

The position of in-school administrator became part of a professionalization process through, in 2001, a regulation requiring that 30 graduate-level credits in management in preparation for the function of in-school administrator be acquired no later than five years in the post. Consequently, providing mentoring to administrators at the outset of their career and developing ongoing training became major preoccupations.

Lastly, in light of these considerations, it should be noted that in-school administrators must be constantly able to make the most appropriate decisions to ensure student success. This is quite a challenge!

PROFESSIONALIZATION AND COMPETENCY

The CPD based its work and reflections on the following training guidelines for in-school administrators developed upon consultation of the works listed at the end of this section. It is hoped that these works can be a source of inspiration for in-school administrators as it is on the basis of these considerations and in this spirit that the CPD is pursuing its mission, while taking into account the context in which in-school administrators perform their duties as mentioned in this document.

Given the complex, uncertain and evolving structures as well as the multiple and diverse interactions of both individuals and organizations, there is a movement towards professionalization that will further meet the current requirements of a world of rapid change.

Professionalization is the social process by which an activity transforms itself into a true profession. The complexity requires an ongoing training and socialization process based on the highest skills deemed necessary for the performance of a quality professional activity. Thus, the concept of competency goes hand in hand with professionalism.

Individuals want to develop a professional identity that gives meaning to the knowledge and skills acquired and developed. Professionalism is the quality of an individual who performs a function with a high level of skill.

A profession is defined as a body of socially recognized practices and knowledge. However, a professional's identity is defined not only by a range of skills, but also by what he can achieve. He must demonstrate through his actions that he is able to effectively use his own personal resources and those of his environment in order to deal with the multiple and diverse professional situations that he encounters and to attain the intended results and clientele satisfaction. Competency is demonstrated through actions and goes beyond the knowledge acquired, not to mention the purpose and importance it carries. The development of skills focuses on the relevance and combination of knowledge required in a specific professional context.

The professionalization process to which in-school administrators refer aims to develop an individual's awareness of his own personal resources and those available to him in his environment so as to enable him to use a variety of skills of a relatively high level in his professional life. Similarly, it also aims to enable him to acquire the knowledge and practices useful in performing his duties.

A professional individual has the necessary skills, but has also attained a certain level of excellence and demonstrates autonomy and judgment in his professional activities. Autonomy means that he is not limited by the strict application of detailed norms, rules or programs, but has the latitude required in performing the duties of his position to deal with unforeseen situations and particular circumstances through adaptation and innovation, while respecting the ethics of the position. The professional individual is able to respond to a diverse set of situations, most of which are complex, requiring his professional judgment and skills.

A professional situation consists of a variety of duties and activities a person must effectively perform that are not only associated with his responsibilities, but also enable him to work in collaboration with others and to perform other duties inside or outside his organization. Professional situations are authentic and consist of activities to be carried out at a given time.

Despite his proficiency, a professional individual is aware that his performance is linked to an ability for self-improvement and adaptation to the evolving contexts in which he acts and interacts.

Given the increasing importance of competency in management sciences and interpersonal relations, the notion of competency has been studied and described by researchers and others. As many of them have pointed out, competency may be defined as knowing how to act in a real situation.

Competency is not a state, but rather it is seen as a process. It is only recognized if the person is capable of building and adapting relationships based on the resources available, activities to be conducted and the outcome sought in a particular context. In each work situation, a person must build upon or adapt the resources required to reach a desired outcome.

Three notions of competency

In keeping with these reflections, competency is based on the following three notions:

- internal and external resources acquired or developed;
- the professional practice (action) encompassing both the mobilization and combination of resources in an actual work situation;
- distancing or reflexivity creates an understanding from two perspectives: the situation at hand and the approach required to deal with it.

Levels of professionalism

In light of the fact that professionalism is not static but dynamic in nature, it grows progressively with experience and may consist of several levels that are not necessarily in any sequential or chronological order, but vary, for the same person, from one domain of learning to another. For its purposes, the CPD has defined three levels: “beginner”, “experienced professional” and “expert”.

Opportunities for professionalization

In terms of training, the various learning situations of in-school administrators create opportunities for professionalization that may focus on acquiring or developing resources, improving professional practice as well as developing distancing or reflexivity.

Nine guiding principles

In its mission to encourage and support in-school administrators in their professionalization process so as to ensure their professional development, the CPD supports the following guiding principles in keeping with the *implementation of a professionalization process*:

- consider the learner as the main actor in the pursuit of professionalization;
- be prepared to act efficiently in professional situations and not only acquire resources;
- be familiar with and subscribe to a reference framework of the competencies required;
- embark on a professionalization process geared at developing both individual and group growth;
- promote the development and implementation of individualized professionalization activities;
- propose a variety of opportunities for professionalization, rather than a single type of training;
- promote a work-study program focussed on professional work situations;
- promote collaboration among those involved in professionalization activities;
- self-evaluate and recognize the progress made in the professionalization process.

It should be noted that these principles might become an excellent framework for action for individuals and associations responsible for the training activities intended for in-school administrators.

BIBLIOGRAPHY

Ballay, J.F. (2002). *Tous managers du savoir*. Paris : Éditions d'Organisation.

Brassard, A. (2004). La professionnalisation de la fonction de direction d'un établissement d'enseignement et le développement du champ d'études de l'administration de l'éducation. *Revue Éducation et francophonie*. Vol. XXXII : 2. www.acelf.ca

Dionne, P. (2004). *Prendre le leadership des compétences*. Saint-Laurent : ERPI.

Guittet, A. (1998). *Développer les compétences par une ingénierie de la formation*. (2^e éd.). Paris : ESF éditeur. 1^{re} éd. : 1994.

Le Boterf, G. (2007). *Professionaliser*. Paris : Éditions d'Organisation.

Le Boterf, G. (2002). *Développer la compétence des professionnels*. (4^e éd.). Paris : Éditions d'Organisation. 1^{re} éd. : 1997.

Noiseux, G. (1998). *Traité de formation à l'enseignement par médiation : tome 2. Les compétences du médiateur comme expert de la cognition*. Sainte-Foy, MST Éditeur.

Noiseux, G. (1997). *Traité de formation à l'enseignement par médiation : tome 1. Les compétences du médiateur pour réactualiser sa pratique professionnelle*. Sainte-Foy, MST Éditeur.

Rey, B., Carette, V., De France, A., Kahn, S. (2006). *Les compétences à l'école, Apprentissage et évaluation*. (2^e éd.). Bruxelles : De Boeck. 1^{re} éd. : 2003.

Tardif, J. (2006). *L'évaluation des compétences*. Montréal : Chenelière Éducation.

MEES reference document

(Click on the link to consult the document.)

[The reference framework of core competencies required to manage an educational institution](#)

ORGANIZATIONAL STRUCTURE OF THE CPD

(Operating Rules)

1. TRAINING ACTIVITIES

Training is defined as any structured professional activity designed to specifically enable an in-school administrator to acquire skills required to perform his duties. The activities may be theoretical, practical or both and may deal with the acquisition or development of resources, improvement of professional practice or development of distancing or reflexivity. They may, among others, take the form of professional meetings, university courses, reflective analyses of practices, support, peer support networks, work-context projects or actual work-related situations. For funding application purposes, the activities are divided into four main areas:

- group applications from associations of in-school administrators - group association professional development (GAPD) (cf. page 18, #1)
- individual or group applications for introductory training for role of principal (IT) (cf. page 18, #2)
- individual or group applications for a professionalization process - university course (UC) (cf. page 18, #3)
- individual or group applications for a professionalization process (PP) (cf. page 18, #4)

2. BASIC PRINCIPLES

Taking into consideration the notion of professionalization mentioned earlier, the CPD adopted the following operating principles.

2.1 Distribution of resources among the areas of training

In the spirit of the CPD, approximately 65% of the financial resources available will be allocated to group applications from associations of in-school administrators; about 15% will be allocated to those related to introductory training for the role of principal and about 20% will be allocated to the remaining applications. However, depending on the funding applications received or particular requests, the CPD may modify the distribution in order to adapt to today's circumstances.

2.2 Shared funding responsibility

In keeping with its primary mission and given the scarcity of available funds, it has become more and more evident that the CPD will not finance the entire cost of the training activities based on its funding criteria, but will require employers or applicants to assume their responsibilities and to finance the remaining costs of the projects of which they will also reap the benefits. Should the requests greatly exceed the financial resources, the CPD will be required to allocate grants based on a certain percentage of costs only. Details will be conveyed to the applicants in the CPD's reply.

2.3 Submission of claims

To consider a funding application, CPD requires that it comply with the eligibility criteria outlined below.

2.4 Grants allocated on the basis of the nature of the projects rather than the place of origin

Given the importance of maximizing the resources available, **the CPD would like to play a leadership and assessment role** rather than simply assume the administrative responsibilities of balancing the budget for the amounts allocated. Place of origin is not a criterion for allocating amounts or approving projects. The selection criteria retained by the CPD are described in this document and are weighted on how they are ranked in an evaluation grid on the basis of which projects are studied.

3. FUNDING APPLICATIONS

Four deadlines have been established for submitting funding applications to the CPD:

- **October 15**, date on which the CPD may allocate, where applicable, the maximum budget prescribed for group applications from associations of in-school administrators (professional meetings);
- **October 30**, date on which the CPD will consider all all received requests for professionalization process;
- **November 15**, date on which the CPD will consider all applications received in the other two areas of training: integration into new functions and professionalization processes. The CPD could also approve other group applications from associations entered on a waiting list in the event that additional funds become available at the end of the year.
- **February 15**, date on which the CPD will study the IT funding applications of in-school administrators who were appointed after September 15 and who wish to receive a grant. The application must include proof of the assignment date.

3.1 Eligibility criteria

To be considered, a funding application must provide the information required for its evaluation and must meet the criteria outlined below:

- the required technical information was provided;
- the training objectives were identified;
- the specific competencies are clearly defined ([The reference framework of core competencies required to manage an educational institution](#));
- the costs are clearly indicated (precision: a minimum 75% is allocated; to expenses relative to resources and a maximum a 25% maybe claimed expenses associated the rental of meeting room equipment and prints);
- the resource person is identified (curriculum vitae);
- the application respects the deadlines (**October 15—GAPD, October 30—PP, November 15—all other applications**);
- **the application must be completed online** (<http://fqde.qc.ca/affaires-professionnelles/comite-perfectionnement/formulaires/>). **You will receive an automatic acknowledgement of receipt. If you do not receive this message, please contact us at 514-353-7511, ext. 49;**
- a funding request must be submitted by an official association representative or member in good standing;
- only one request per form;
- **the application must include all the courses that you plan to take during the year (fall 2016, winter 2017 and summer 2017);**
- **no reimbursement will be made for convention registration fees.**

3.2 Selection criteria

All eligible funding applications for introductory training for the role of principal will be accepted by the CPD and subsidized on the basis of the funding available.

All other applications received will be evaluated on the basis of the selection criteria specified below.

Selection criteria include the *distribution criterion* that ensures that resources will be distributed based on the areas of training (see distribution of resources mentioned earlier) as well as the *intrinsic criteria* that apply to an application based on its content.

Intrinsic criteria deal with the objectives, nature, expected benefits and delivery method specified in the application and are outlined below.

→ Objectives of request

- Build on internal and external resources contributing to the efficiency of an in-school administrator in performing his duties.

- Improve his professional practice in a concrete work situation.
- Improve the functioning of his institution.
- Reflect on his professional practice.

→ **Specific competencies sought are clearly defined**

- This criterion takes into account the link between the application and the CPD's mission.

→ **Benefits of application**

- It must demonstrate how the benefits will enhance the efficiency of the administration.
- It must demonstrate how the benefits will have a positive impact on the educational institution's operation and structures.

3.3 Grant determination

To complete your application form, refer to the amounts specified below. It should be noted that if the actual costs are known and are lower than the amounts specified, those amounts should be used in the grant application as the amount allocated cannot exceed the actual eligible expense.

GROUP ASSOCIATION PROFESSIONAL DEVELOPMENT APPLICATIONS (GAPD)

→ **Symposiums, association's conventions and conferences**

- \$100/person (first 100 participants)
- \$50/person (next 200 participants)
- \$25/person (additional participants)

→ **Training sessions (3-day maximum)**

- \$100/person/day 1
- \$50/person/days 2 and 3

IMPORTANT

An additional amount may be allocated to small associations (fewer than 40 members) to cover the actual professional development costs up to \$4000 (applicable for one application only).

Eligible expenses include: honoraria paid to training providers (including travel and living expenses), costs related to the rental of rooms and basic audiovisual equipment (microphones, projectors, screens, extension cords) and reprography costs. Any promotional materials such as a speaker's book, DVD, equipment, etc. are excluded. It is important to note that a minimum 75% is allocated; to expenses relative to resources and a maximum a 25% maybe claimed expenses associated the rental of meeting room equipment and prints.

3.4 Notification of decision

The decision will be conveyed to the applicant by email:

- GAPD: between November 15 and 30;
- IT: January;
- UC: January;
- PP: between December 10 and 20.

INTRODUCTORY TRAINING FOR ROLE OF PRINCIPAL (IT)

→ **DESS: First 30 credits**
\$80 (maximum)/credit

UNIVERSITY COURSE (UC)

→ **Doctorate, master's or other master's training program in management**
\$80/credit

PROFESSIONALIZATION PROCESS (PP)

Applications may be submitted individually or for small groups of in-school administrators.
(Where applicable, provide the resource person's curriculum vitae.)

→ **Reflective analysis of practices (PP)**
(e.g. guided analysis and sharing of practical experiences, preparation of professional portfolio)
\$75/person/day (6-day maximum)

→ **Support (PP)**
(e.g. mentoring, coaching or training offered by an organization)
\$75/person/day (6-day maximum)

→ **Peer support network (PP)**
(e.g. development of common tools, codevelopment or sharing of practices or information)
\$75/person/day (6-day maximum)

→ **Work-context project or actual work-related situation (PP)**
(e.g. innovative project, action research)
\$75/person/day (6-day maximum)

NB: Any claim for travel expenses must be detailed. For the purposes of funding calculations, one (1) day equals six (6) hours of training.

4. CLAIMS FOR PAYMENT

When submitting a claim for payment, applicants must adhere to the following rules:

Rules

- The claim for payment must be completed within forty-five (45) days of completion of the activity, but must be submitted before June 30.
- The claim form must be submitted to the CPD by the person applying for funding, contain **one claim for payment only** and the applicant's name attests to the information provided.
- **THE CLAIM MUST BE COMPLETED ONLINE**
(<http://fqde.qc.ca/affaires-professionnelles/comite-perfectionnement/formulaires/>).
You will receive an automatic acknowledgement of receipt. If you do not receive this message, please contact us at 514-353-7511, ext. 49.

A claim must include:

- all eligible invoices;
- a list of participants with signatures (name and title) or electronic list based on a registration platform.

Reimbursement rules

- Please note that reimbursement for the group association projects will be made, whenever possible, before the summer vacation period. For all other projects, reimbursement will be made no later than mid-September.
- For university courses, no reimbursement will be made without the mandatory transcript of marks for the fall and winter sessions. For the summer session, the transcript of marks may be forwarded, without delay, upon its receipt.

INFORMATION ON UNIVERSITIES

Here is a list of universities that are currently associated with the CPD for the purposes of the funding program as well as the links to access their programs, as needed:

- Université de Montréal
www.scedu.umontreal.ca
- Université de Sherbrooke
www.usherbrooke.ca/gef
- Université du Québec à Chicoutimi
www.uqac.quebec.ca
- Université du Québec à Montréal
www.uqam.ca
- Université du Québec à Rimouski
www.uqar.qc.ca
- Université du Québec en Abitibi-Témiscamingue
www.uqat.ca
- Université du Québec en Outaouais
www.uqo.ca
- Université Laval
www.gestionscolaire.fse.ulaval.ca
- McGill University
www.mcgill.ca

The programs, particularly introductory training for the role of principal, that are automatically accepted by the CPD for funding purposes are the programs of the above-mentioned universities that it has recognized.

When funding applications dealing with other universities are considered valid by the CPD, they must be accompanied by the syllabus of the programs concerned.

In all cases, it should be noted that the registration procedure of a university and the funding application procedure of the CPD are two operations totally independent of each other.

LIST OF FORMS

Areas of Professional Development	Type of Request	Application Form	Claim Form
#1 - GAPD Group association professional development application	<ul style="list-style-type: none"> • Activity such as a symposium or convention • Conference • Group activity such as a training session 	DI	RI (Include a list of participants and detailed invoices.)
#2 - IT Individual or group introductory training for role of principal University course	<ul style="list-style-type: none"> • DESS: first 30 credits 	DII	RII (Include grade report)
#3 - UC University course	<ul style="list-style-type: none"> • Doctorate, master's or other training program in management 	DIII	RIII (Include grade report)
#4 - PP Professionalization process Applications may be submitted individually or for small groups of in-school administrators (maximum of 25 participants).	<ul style="list-style-type: none"> • Reflective analysis of practices • Support • Peer support network • Work-context project or actual work-related situation • Other type of activity 	DIV (Include a list of participants with application.)	RIV (Include a list of participants with signatures and detailed invoices.)

IMPORTANT: Include supporting documents with each claim.
 For GAPD refer to section 3.3, page 14.